

## INFLUENCE OF NIGERIAN ENGLISH TEACHER VARIABLES ON AWARENESS OF EIL PEDAGOGICAL PRINCIPLES

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### ABSTRACT

The purpose of the study was to investigate the influence of such variables as gender, qualification, location and experience on Nigerian English teachers' awareness of the pedagogical principles of English as an International language (EIL). The variables were converted into teacher variables, using Nigerian teacher taxonomy, and the complementary opposites of the taxonomy in binary sets, as the attributes of the teacher variables. Respondents were 100 teachers from the schools in the south-eastern part of Nigeria. The chosen schools were determined by cluster sampling technique. Respondents were selected, using stratified random sampling. Data were generated, using a self-constructed 4 point Likert-type questionnaire. Data were classified into teacher variables identified for the study and analyzed, using mean and standard deviation. A criterion mean value of 2.50 was chosen for decision. The findings revealed that female teacher variable ( $\pm$ graduate,  $\pm$ urban,  $\pm$ experienced), graduate teacher variable ( $\pm$ urban,  $\pm$ experienced), urban teacher variable ( $\pm$ graduate,  $\pm$ experience) and experienced teacher variable ( $\pm$ graduate,  $\pm$ urban), were more aware of EIL pedagogical principles than their corresponding counterparts respectively. The study concluded that the variables exerted varying degrees of influences on the respondents' awareness.

**KEYWORDS:** EIL Pedagogical Principles, EIL, Gender Studies, Awareness

### INTRODUCTION

Oluikpe & Nwodo (2014) examined Nigerian teachers' awareness of the concept, features, and pedagogical principles of English as an International Language (EIL) in the context of such variables as gender, educational qualification, location of school, and length of teaching experience. The influence of such variables was not investigated in the study. In order to determine the influence of the variables on teachers' awareness, Oluikpe, Agah & Nwodo (2014; hereafter cited as Oluikpe, Agah, *et al.*, 2014) undertook to investigate the influence of the variables on teachers' awareness of the concept of EIL. The present study is an extension of Oluikpe, Agah, *et al.* (2014). The concern of this study is to investigate the influence of the variables on teachers' awareness of EIL pedagogical principles. In Oluikpe & Nwodo (2014), the teachers' response to their awareness of EIL pedagogical principles recorded a grand mean of 2.87 with a criterion mean value of 2.50 chosen for decision. The result indicated that Nigerian English teachers selected for the study were aware of the pedagogical principles of EIL.

Following from Oluikpe, Agah, *et al.* (2014), the Nigerian teacher variables were worked out by using variable induced labels employed in Nigeria to characterize Nigerian primary and secondary school teachers. From their characterization, the following Nigerian teacher variable emerged:

- Gender  $\Rightarrow \begin{pmatrix} \pm\text{male} \\ \pm\text{graduate} \\ \pm\text{urban} \\ \pm\text{experienced} \end{pmatrix}$  teacher
- Qualification  $\Rightarrow \begin{pmatrix} \pm\text{graduate} \\ \pm\text{urban} \\ \pm\text{experienced} \end{pmatrix}$  teacher
- Location  $\Rightarrow \begin{pmatrix} \pm\text{urban} \\ \pm\text{graduate} \\ \pm\text{experienced} \end{pmatrix}$  teacher
- Experience  $\Rightarrow \begin{pmatrix} \pm\text{experienced} \\ \pm\text{graduate} \\ \pm\text{urban} \end{pmatrix}$  teacher

In other words, gender induces the following teacher variables: a male (+male) or female (- male) teacher who may be either a graduate (+graduate) or non-graduate ( -graduate), who may be teaching either in an urban (+urban) or rural (-urban) school, and who may either be (+experienced) or inexperienced (-experienced). Similarly, qualification induces the following teacher variable: a graduate ( +graduate) or non-graduate ( -graduate) teacher who may be teaching either in the urban (+urban) or rural ( -urban) school, and who may be either experienced (+experienced) or inexperienced (-experienced). Location, on its part, characterizes the following teacher variable: an urban (+urban) or rural (-urban) teacher who may be either a graduate (+graduate) or non-graduate (-graduate) teacher and who may be either experienced (+experienced) or inexperienced (-experienced). Finally, experience produces the following teacher types: an experienced (+experienced) or inexperienced (-experienced) teacher who may be either a graduate (+graduate) or a non-graduate (-graduate), and who may be teaching either in an urban (+urban) or rural (-urban) school. From the foregoing description of Nigerian teacher variables, the variables for this study were investigated as Nigerian teacher variables.

The advocacy for changing English Language Teaching (ELT) to a different pedagogy which recognizes the major features of EIL (see Oluikpe & Nwodo, 2014) emerged with the awareness of the evolving multilingual communicative competence, phonology, and creative coinages ushered in by the use of English by non-native speakers (NNS) of English throughout the world. The major advocates of the shift in English pedagogy from ELT to EIL are Smith (1983, 1984), Kachru (1984, 1992), McKay (2002, 2003, 2013), Burns (2005), Matsuda (2006), and Kumaravdivelu (2013). This advocacy suffered a setback, according to Seidlhofer (2003), because of lack of comprehensive description of EIL to provide the needed subject content for the teaching. Because of this perceived lack, ELT has continued to enjoy a privileged position in English pedagogy in NNS countries, especially in Anglo-phone West African countries. However, to address this lack, Jenkins (1998, 2000, 2002) has provided subject content, models, and syllabus in the area of phonology. In Jenkins (1998), the norms and models for EIL phonology are described. Similarly, Jenkins (2000) describes the phonological features that are salient to EIL pedagogy in what she terms "phonological lingua franca core" cited in Seidlhofer (2003, p.16). The core features serve as the subject content in the teaching of EIL phonology. Finally, Jenkins (2002) works out the syllabus for the teaching of EIL phonology, using the phonological lingua franca core. The major strength of Jenkins' effort is that it has globalized application as it takes care of phonological problems cross culturally. In addition to Jenkins works, many resource materials have emerged especially in Asian countries. The following are

typical: Yoneoka & Arimoto (2000), McKay(2002), Shaules, Tsujioka & Iida (2004), Burns (2005) and Alsagoff, McKay, Hu & Renandya (2013). Yoneoka et al.(2002) and Shaules, et al. (2004) are textbooks designed for EIL learners while Burns is a collection of articles on EIL curriculum based on the linguistic and sociolinguistic considerations of sampled NNS countries and tips on the teaching of EIL. The implication of this collection is that EIL pedagogy is culture sensitive. It has to respond to the needs of individual NNS countries. One of the major difference between Jenkins (2002 and Burns (2005) is that Jenkins is phonology specific curriculum while Burns is generalized. McKay (2002) sets the basic considerations in the teaching of EIL. It is the antecedent of Burns in terms of information on the teaching of EIL. Of great significance to this study is McKay's advocacy for the rejection of what she terms *pedagogical imperialism* in the teaching of EIL. By this, she advocates the rejection of the use of Western methods of teaching characteristic of ELT in the teaching of EIL. Appropriate method, according to her, for the teaching of EIL is one that involved from a country's *culture of learning*. In other words, method of teaching should be location sensitive. Alsagoff, et al. (2013) is another collection of articles which provide socio-cultural-driven principles for the teaching of EIL and the practices that are consistent with the principles. Among some of the practices discussed are curriculum development, resource materials, teaching of oral skill, grammar and lexical variations, among others.

From the foregoing state-of-the-art, it appears that the obstacles in the way of EIL pedagogy (subject content, curriculum, and resource materials) have been addressed to make EIL pedagogy sustainable. Consequently, EIL pedagogy is gaining grounds in such countries as Japan (Matsuda, 2009), Singapore (Alsagoff, 2013) and countries comprising Council of Europe (Seidlhofer, 2003), to mention but a few.

EIL pedagogy is based on the following principles:

- spoken English is based on national accent
- learners are encouraged to develop their national accent to be internationally intelligible
- established teaching methods are preferred to new methods
- reading materials are drawn from both national and other cultures
- adaptation of standard English idioms, collocations and culturally induced innovations are regarded appropriate
- national pragmatics are accommodated
- teachers are to develop proficiency as non-native speaker rather than aspire to be a native speaker
- Non-native teachers are the best candidates for teaching EIL.

Against the foregoing background, this paper attempts to investigate the influence of the various teacher variables on the awareness of respondents in Oluikpe & Nwodo (2014) on EIL pedagogical principles-- a study that recorded a grand mean of 2.87, using the criterion value of 2.50 as the bench mark for decision.

## METHODS

Following from Oluikpe & Nwodo (2014), the respondents of this study were drawn from secondary schools in the South-east geopolitical zone of Nigeria comprising the states of Abia, Anambra, Ebonyi, Enugu, and Imo. There were 100 respondents selected from the many schools in the zone. Using cluster sampling technique, 20 secondary schools were

selected. From each school, five English teacher respondents were selected, using stratified random sampling through balloting. The distribution of the teacher respondents according to variables were as follows:

• Gender:	male	20	female	80	100
• Qualification:	graduate	64	Non-graduate	36	100
• Location:	urban	64	rural	36	100
• Experience:	experienced	57	inexperienced	43	100

The respondents had a minimum qualification of National Certificate of Education (NCE) and a maximum of a Bachelor of Arts (BA) degree in English or a Bachelor of Education (BEd) degree with subject specialization in the teaching of English. Incidentally, the NCE qualification is a three-year sub-degree teacher training program diploma for teaching either in the primary or secondary schools. In the binary set for Nigerian teacher variables described above, NCE teachers are labelled *non-graduate teacher* with the binary feature set (-graduate teacher). Each teacher respondent has a minimum teaching experience of five years. Consequently, inexperienced teachers were those with not more than five years of teaching experience.

Data were collected, using a self-constructed questionnaire tagged *Nigerian English teachers' awareness of EIL (NETEA-EIL)*. NETEA-EIL is a 4-point Likert-scale questionnaire comprising two sections – bio-data and questionnaire. The bio-data elicited information on the respondents' gender, educational qualification, location of school where the respondent was teaching, and length of teaching experience. On the other hand, the questionnaire, in respect of this study, consisted of one cluster on EIL pedagogical principles. The cluster contained eight statements on the EIL pedagogical principles. (See Appendix A). The respondents reacted to each statement in the cluster by ticking any of the following:

- SA = strongly agree (4)
- A = agree (3)
- D = disagree (2)
- SD = strongly disagree (1)

The questionnaires were distributed by our postgraduate students. The respondents were made to respond to the questionnaire on the spot. Thereafter, the questionnaires were collected. There was, therefore, zero mortality rate on the returns. The responses were classified according to the four teacher variables earlier identified and data from these variables were analysed, using mean (X) and standard deviation (STD). A criterion value of 2.50 was chosen for decision.

## FINDINGS

Four research questions were generated to guide the study and discussed under the following sub-heads:

- Gender Induced Teacher Variable
- Qualification Induced Teacher Variable
- Location Induced Teacher Variable
- Experienced Induced Teacher Variable
- Each research question is discussed in turn.

### Gender Induced Teacher Variable

**Impact Factor (JCC): 4.0867**

**Index Copernicus Value (ICV): 3.0**

The following constitute the research question: What is the mean response of gender induced teacher variable on awareness of EIL pedagogical principles?

**Table 1: Mean and Standard Deviation of Gender Induced Teacher Variable's Response on Awareness of EIL Pedagogical Principles**

Gender	Qualification	Location	Experience	N	X	STD	Decision
Male	Non-graduate	School Urban	0-5 yrs	2	2.48	0.00	Disagree
			6-10 yrs	-	-	-	
			above 10 yrs	-	-	-	
		Rural	0-5 yrs	4	2.47	0.00	Disagree
			6-10 yrs	-	-	-	
			above 10 yrs	-	-	-	
	Graduate	Urban	0-5 yrs	10	2.96	0.95	Agree
			6-10 yrs	-	-	-	
			above 10 yrs	-	-	-	
		Rural	0-5 yrs	4	2.95	0.94	Agree
			6-10 yrs	-	-	-	
			above 10 yrs	-	-	-	
Female	Non-graduate	Urban	0-5 yrs	12	2.89	0.87	Agree
			6-10 yrs	-	-	-	
			above 10 yrs	-	-	-	
		Rural	0-5 yrs	18	2.89	0.87	Agree
			6-10	-	-	-	
			above 10 yrs	-	-	-	
	Graduate	Urban	0-5 yrs	40	3.12	1.06	Agree
			6-10 yrs	-	-	-	
			above 10 yrs	-	-	-	
		Rural	0-5 yrs	10	3.1	1.05	Agree
			6-10 yrs	-	-	-	
			above 10 yrs	-	-	-	

Table 1 indicates that there are 20 males. Six males are non-graduates while 14 are graduates. The male, non-graduate teachers in urban secondary schools and their counterpart in the rural schools have mean scores of 2.48 and 2.47 respectively. These scores are below the criterion value of 2.50 chosen for decision. This means that this category of respondents is not aware of EIL pedagogical principles. On the other hand, the male graduate teachers in urban schools and their counterpart in the rural schools record mean scores of 2.96 and 2.95 respectively. These scores are above the criterion value of 2.50 chosen for decision. Consequently, these respondents are aware of EIL pedagogical principles. Table 1 further reveals that there are 30 female non-graduates and 50 female graduates. The female, non-graduates in the urban schools and their counterpart in the rural schools score 2.89 and 2.87 respectively. Since these scores are above the criterion value of 2.50, it means that this group of respondents is aware of EIL pedagogical principles. On the other hand, the female, graduate teachers in the urban schools and their counterpart in the rural schools score 3.12 and 3.1 respectively. It is observed that these sets of respondents are aware of EIL pedagogical principles because their scores are above the criterion value of 2.50 chosen for decision. Similarly, it also observed from the table that all the female respondents (graduate and non-graduates) are aware of EIL pedagogical principles. On the other hand, the scores also reveal that, while male, graduate teachers are aware of EIL pedagogical principles, their non-graduate counterparts are not aware of the principles under study. This finding is consistent with that of Oluikpe, Agah, et al. & (2014) which examined the influence of teacher variables on awareness of EIL concept.

### Qualification Induced Teacher Variable

The research question for this variable is: What is the mean response of qualification induced teacher variable on awareness of EIL pedagogical principles?

**Table 2: Mean and Standard Deviation of Qualification Induced Teacher Variable's Response on Awareness of EIL Pedagogical Principles**

Qualification	Location	Experience	N	X	STD	Decision
Non-graduate	School Urban	0-5 yrs	5	2.7	0.71	Agree
		6-10 yrs	9	2.75	0.73	Agree
		above 10 yrs	-			
	Rural	0-5 yrs	18	2.44	0.00	Disagree
		6-10 yrs	4	2.56	0.01	Agree
		above 10 yrs	-			
Graduate	Urban	0-5 yrs	12	2.8	0.80	Agree
		6-10 yrs	20	2.92	0.92	Agree
		above 10 yrs	18	3.2	1.08	Agree
	Rural	0-5 yrs	8	2.8	0.80	Agree
		6-10 yrs	4	2.91	0.91	Agree
		above 10 yrs	2	3.1	1.05	Agree

Table 2 reveals that there are 36 non-graduate and 64 graduate teachers. It further shows that non-graduate teachers in urban schools with 0-5 and 6-10 years of teaching experience register mean scores of 2.7 and 2.75 respectively. These scores are above the criterion value of 2.5. This means that awareness to the pedagogical principles of EIL is affirmed. On the other hand, their counterpart in the rural schools with corresponding teaching experience score 2.44 and 2.56 respectively. Since the mean score of 2.44 is below the criterion value, it means that non-graduate teachers in rural schools with 0-5 years of teaching experience are not aware of the principles under study, but their counterpart with 6-10 years of teaching experience with a mean score of 2.56 are aware of the principles. Table 2 also shows that graduate teachers have three-tier levels of teaching experience, unlike their non-graduate counterpart with two levels. Thus, graduate teachers in urban schools with 0-5, 6-10, and above 10 years of teaching experience score 2.8, 2.92, and 3.2 respectively. Awareness of the pedagogical principles is affirmed by virtue of the scores which are above the criterion value. On the other hand, their counterpart in the rural schools with corresponding teaching experience have mean scores of 2.8, 2.91, and 3.15 respectively. Because these scores are above the criterion value of 2.50, graduate teachers in rural schools are aware of the pedagogical principles of EIL. It is observed that the mean score range of graduate teachers in both urban and rural schools are 2.8-3.2 whereas those of the non-graduate teachers in both types of schools are 2.44 - 2.75. The difference in score range is interpreted, in the view of this study, to mean that graduate teachers are more aware of the pedagogical principles of EIL than the non-graduate teachers. This interpretation corroborates Oluikpe, Agah, *et al.* (2014) that investigated the influence of teacher variables on awareness of EIL concept. The finding reveals that qualification induced teacher variable's awareness of EIL pedagogical principles is proportionate to the level of education-- higher education induces higher level of awareness. This deduction is also consistent with Oluikpe, Agah, *et al.* (2014) cited above.

#### Location Induced Teacher Variable

The research question for this variable is: What is the mean response of location induced teacher variable's awareness of EIL pedagogical principles?

**Table 3: Mean and Standard Deviation of Location Induced Teacher Variable's Response on Awareness of EIL Pedagogical Principles**

Location	Qualification	Experience	N	X	STD	Decision
School Urban	Non-graduate	0-5 yrs	5	2.7	0.71	Agree
		6-10 yrs	9	2.75	0.73	Agree
		above 10 yrs	-			
	Graduate	0-5 yrs	12	2.8	0.80	Agree
		6-10 yrs	20	2.92	0.92	Agree
		above 10 yrs	18	3.2	1.08	Agree
Rural	Non-graduate	0-5 yrs	18	2.44	0.00	Disagree
		6-10 yrs	4	2.56	0.01	Agree
		above 10 yrs	-			
	Graduate	0-5 yrs	8	2.8	0.80	Agree
		6-10 yrs	4	2.9	0.90	Agree
		above 10 yrs	2	3.1	1.05	Agree

Table 3 reveals that non-graduate teachers are 14 in the urban schools and 22 in the rural schools. Similarly, graduate teachers are 50 in the urban schools and 14 in the rural schools. Table 3 further shows that urban, non-graduate teachers with 0-5 and 6-10 years of teaching experience have mean scores of 2.7 and 2.75 respectively. On the hand, graduate teachers in urban schools with 0-5, 6-10, and above 10 years of teaching experience score 2.8, 2.92, and 3.2 respectively. With these scores, graduate and non-graduate teachers with varying levels of teaching experience in urban schools are aware of the pedagogical principles of EIL because the scores are above the criterion value of 2.50. In the rural schools, however, non-graduate teachers with 0.5 and 6-10 years of teaching experience have mean scores of 2.44 and 2.56 respectively. Because the mean score of non-graduate teachers are below the criterion value of 2.50, it means that rural, non-graduate teachers with 0-5 years of teaching experience are not aware of the principles under study. Their counterpart with teaching experience above five years are aware of the principles. The table further shows that rural, graduate teachers with 0-5, 6-10, and above 10 years of teaching experience register 2.8, 2.9, and 3.1 respectively. Consequently, awareness is affirmed because the scores are above the criterion value of 2.50. Similarly, the difference in range of the mean scores between urban and rural teachers (2.7 - 3.2 and 2.44 - 3.1 respectively) does indicate, in the opinion of the researchers, that urban teachers are more aware of EIL pedagogical principles than their rural counterpart. This conclusion is also consistent with Olukpe, Agah, *et al.* (2014) that examined similar variable on awareness of EIL concept.

### Experience Induced Teacher Variable

The following research question is generated to guide the study: What is the mean response of experienced induced teacher variable's response on awareness of EIL pedagogical principles?

**Table 4: Mean and Standard Deviation of Experienced Induced Teacher Variable's Response on Awareness of EIL Pedagogical Principles**

Experience	Location	Qualification	N	X	STD	Decision
0-5 years 6-10 years above 10 years	School Urban	Non-graduate	5	2.7	0.71	Agree
			9	2.75	0.73	Agree
			-			
0-5 years 6-10 years above 10 years		Graduate	12	2.82	0.82	Agree
			20	2.93	0.93	Agree
			18	3.21	1.20	Agree
0-5 years 6-10 years above 10 years	Rural	Non-graduate	18	2.4	0.00	Disagree
			4	2.53	0.01	Agree
			-			
0-5 years 6-10 years above 10 years		Graduate	8	2.82	0.82	Agree
			4	2.9	0.90	Agree
			2	3.00	1.03	Agree

Table 4 corroborates Oluikpe, Agah, *et al.* (2014) which reveals that awareness steadily progresses with experience. This conclusion becomes obvious in the case of non-graduate respondents with a minimum of five years of teaching experience that record a mean score below the criterion value of 2.5. It is noted that the same category of respondents with teaching experience above five years have a mean score above the criterion value of 2.50 indicating awareness of the principles under study. Increases in mean scores are similarly observed in other categories of respondents. For instance, urban, non-graduate teachers with 0-5 and 6-10 years of teaching score 2.7 and 2.75 respectively. Similarly, urban, graduate teachers with 0-5, 6-10, and above 10 years of teaching experience record mean scores of 2.82, 2.93, and 3.21 respectively. The same is true of rural, graduate teachers with 0-5, 6-10, and above 10 years of teaching experience having 2.82, 2.9, and 3.00 as mean scores respectively. These increases, in the view of this study, demonstrate that the level of awareness increases with length of teaching experience.

## DISCUSSIONS

The findings revealed that female teachers ( $\pm$ graduate,  $\pm$ urban,  $\pm$ experienced) have greater level of awareness of EIL pedagogical principles than their male counterpart. This observation is confirmed by Oluikpe, Agah, *et al.* (2014) who noted similar pattern of awareness in their study of the influence of teacher variables on awareness of EIL concept. This study share the same view with Oluikpe, Agah, *et al.* (2014) in stating that female teachers are more aware of EIL pedagogical principles than their male counterpart because, by their numerical strength in the secondary schools in Nigeria, they do not only dominate the teaching profession, but also show more sense of commitment to their teaching responsibilities than their male counterpart. According to Oluikpe, Agah, *et al.* (2014) the commitment of the female teachers to duties implies that they are more motivated to improve themselves professionally by attending re-training workshops or even attending the equivalent of summer classes in the universities than their male counterpart who undertake teaching jobs for lack of better options.

The findings also reveal that graduate teachers (  $\pm$ urban,  $\pm$ experienced) and experienced teachers (  $\pm$ graduate,  $\pm$ urban) are more aware of EIL pedagogical principles than their various counterparts. Again this observation is consistent with Oluikpe, Agah, *et al.* (2014) who made similar observation on the influence of teacher variables on EIL concept. It is logical to believe, according to Oluikpe, Agah, *et al.* (2014) that the higher one climbs the educational ladder, the more knowledgeable one becomes. Similarly, the more experienced one is in one's profession, the better is one's professional performance in terms of knowledge and skill. The implication of this observation, with reference to this study, is that graduate teachers are expected to have a higher level of awareness of EIL pedagogical principles than their non-graduate counterpart because of their wider exposure to knowledge. This is affirmed by the differences in the range of mean scores. In like manner, experienced teachers are more likely to be exposed to the literature of EIL than their inexperienced counterpart because of the length of their teaching experience which has exposed them to new trends in the teaching profession. One of these trends is the advocacy for EIL pedagogy. The finding, therefore, corroborates Oluikpe, Agah, *et al.* (2014) by confirming that experienced teachers have a higher level of awareness than their inexperienced counterpart. The differences in the range of mean scores also affirm this observation.

Oluikpe, Agah, *et al.* (2014) argue that Nigerian urban schools are better equipped in terms of manpower and infrastructure than their rural counterpart. Better qualified and more experienced teachers dominate the urban schools as the number of respondents in Table 3 indicates. Similarly, Table 4 reveals that more experienced teachers also dominate the urban schools. This is affirmed by the fact that no respondent with a teaching experience above 10 years is found in the



rural schools whereas teachers with teaching experience above 10 years are found in the urban schools. It, therefore, implies that urban schools enjoy better advantage than their rural counterpart. This study shares the same argument which has led to a conclusion consistent with Oluikpe, Agah, *et al.* that urban teachers are more aware of EIL pedagogical principles than their rural counterpart.

## CONCLUSIONS

From the foregoing, it is concluded that, although the result of this study cannot be generalized, it does demonstrate that the various teacher variables investigated in this study have influenced the respondents' awareness of EIL pedagogical principles in Oluikpe & Nwodo (2014) which registered a grand mean of 2.87 in the respondents' awareness of EIL pedagogical principles.

## ACKNOWLEDGMENTS

While we acknowledge the assistance of our postgraduate students in distributing and collecting the instrument for this study, we are immensely indebted to Professor B. Oluikpe for reshaping this study.

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## APPENDIX A

### Part B: Questionnaire

Tick the appropriate column against each statement. The abbreviations mean the following:

- SA Strongly agree  
 A Agree  
 D Disagree  
 SD Strongly disagree

**Table 5: Awareness of EIL Pedagogical Principles**

No.	Statements	SA	A	D	SD
1.	Spoken English is based on national accent.				
2.	Learners are encouraged to develop their national accents to be internationally intelligible.				
3.	Reading materials are drawn from both national and other cultures.				
4.	Established teaching methods are preferred to new methods.				
5.	Adaptations of Standard English idioms, collocations, and culturally induced innovations are regarded as appropriate.				
6.	National pragmatics (e.g. Nigerian English: I'm coming =Wait a minute) are accommodated.				
7.	The teacher is encouraged to develop proficiency as a non-native speaker rather than aspire to be a native-speaker.				
8.	Non-native teachers are preferred to native teachers.				